DOCUMENT RESUME

ED 171 810 UD 019 234

TITLE A Guide for Establishing Secondary School Based Job Placement Offices. Exemplary Project.
INSTITUTION Lewiston School District, Maine
SPONS AGENCY Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education
PUB DATE {78}
NOTE 105p.; Several pages may not reproduce well due to reproduction quality of the original document; Pages 55-56 (copyrighted material) have been deleted; For related documents, see UD 019 231-233

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Community Cooperation, *Employment Programs, *Employment Services, Program Administration, Program Costs, *Program Development, Program Evaluation, Secondary Education, *Student Employment

ABSTRACT

This guide focuses on the job placement service program at Lewiston High School in Maine. It is designed as a workable model for other schools considering or establishing similar programs. A brief overview of personnel job descriptions and other items that should be addressed in designing policy is provided. Affirmative action guidelines of the Lewiston High School placement office are listed. Procedures for student registration interviews, and placement are outlined. Strategies that may be used in preparing students for jobs, in establishing and maintaining contacts with area businesses and industries, and in finding other job sources are discussed. Evaluation criteria are proposed and sample evaluation forms are provided. Characteristics that have strengthened the Lewiston program are summarized and used to generate recommendations. Suggestions concerning the funding of a placement program are made. (EB)

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ED 177 810

A Guide for Establishing Secondary School Based Job Placement Offices

Exemplary Project

Published under a grant through
The Bureau of Vocational Education
Department of Educational and Cultural Services
Augusta, Maine 04330

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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UD019234

ACKNOWLEDGEMENT

After three years of operation, the Job Placement Office at Lewiston High School has become a "recognized" entity in the school. It has affected the lives of many young people in terms of job placement services.

The positive results that have been accomplished can be attested to the dedication of the staff that has made job placement a reality in Lewiston High School.

This guide, therefore, wishes to acknowledge the staff who have been on board since or during the project time frame.

Mr. James Larouche
Ms. Kathleen Jonitis
Ms. Claire Miller
Mrs. Pamela Larouche
Ms. Irene Binette
Ms. Wendy Marquis

A special thanks to the Lewiston office of the Maine Job Services for the professional assistance and services rendered in the last three years.

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SECTION I - RATIONALE

That school placement services should be an important part of the secondary school delivery system cannot be denied.

Numerous studies have emphasized the need for adequate job placement services in secondary schools but little has been done to initiate such action. These studies have concluded that young people need services to direct them in areas of job counseling, job seeking skills and job retention. Unemployment rates indicate that young people have difficulties finding suitable employment which has resulted in high unemployment figures among young workers. Many of these young job seekers who fail in their initial attempt to secure work often end up doing undesirable activities or acquire negative feelings about finding suitable employment.

Placement services not only help students find jobs, but can help resolve difficulties encountered during job hunting endeavors. Counseling, screening, placement, follow-up and job seeking skills training should be included in the total realm of services offered in secondary schools. Preparing students for the world of work cannot be overlooked as a primary goal of education. This preparation should be intense and consequently become a high priority item in the school system.

It is the intent of this guide to offer schools a workable model for establishing placement services programs. Ideally, it has been the functional model of Lewiston High School for three years and has had a significant impact on the students we serve.

The "How To" transition from school to work has been the thrust of Lewiston High School's placement services. It has been noted that young people are deficient in career planning and about the tasks of obtaining suitable employment. It can be concluded that placement must be considered as an integral part of the education process in order to fill the void between school and work.

It is obvious that the need to develop placement services in schools has had an impact on legislative monetary allocations. Employment of youth programs has had a sweeping success in this realization and efforts are underway across the country to meet this need.

Should it be your intention to initiate such a program in your school, please find the enclosed model guide as our effort to help in your endeavor.

SECTION II - OVERVIEW OF PLACEMENT OPERATIONS

The terminal goal to which all objectives of this guide are geared to is the demonstration of a working model for other schools to follow.

This section of the guide will cover a general briefing of staff organization within the structure of the school and a summary of functions and operating procedures.

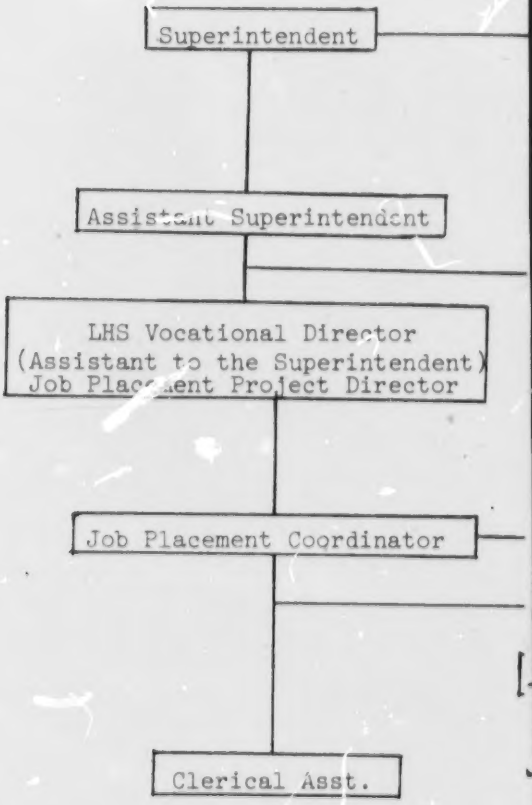
A. Staff Organization Within The School Structure

The Job Placement Office at Lewiston High School is located in the Lewiston High School complex. The office, files and services provided are contained apart from any department in the school. The Job Placement Office maintains its own identity while utilizing existing resources in the school. This isolation tends to stress the purposes of the job placement program without assuming any other functions and/or responsibilities not related to program goals. Record keeping and work flow operations have been patterned around the Maine Employment Security Commission, Job Services Division.

The office is staffed by a job placement coordinator, one clerical assistant and a job placement specialist. This staff is ingrained in the administrative flow chart on the following page.

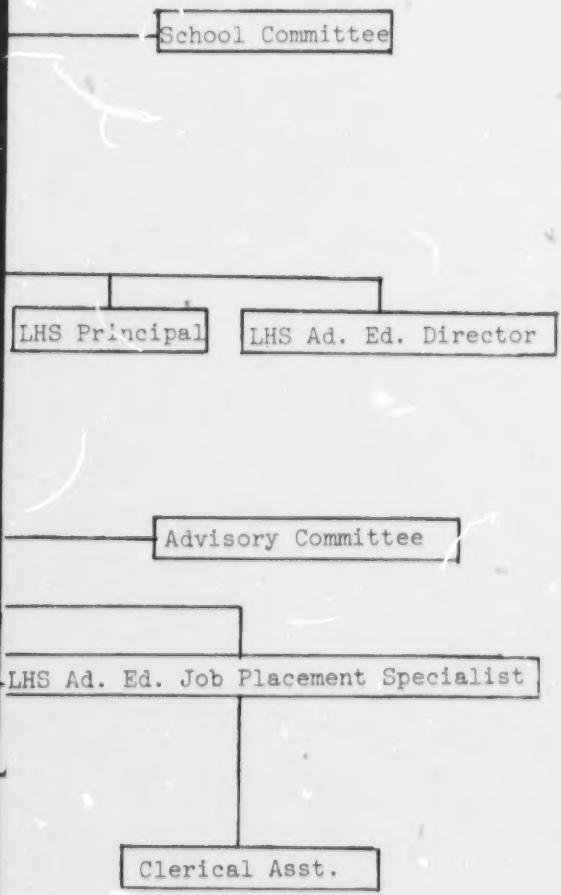
ADMINISTRATI

Lewiston High School J



E FLOW CHART

b Placement Activities



As demonstrated on the Administrative Flow Chart, the Job Development, Placement and Follow-Up program is under the direct supervision of the Assistant to the Superintendent, Vocational Education. He in turn supervises the job performance of the program coordinator who is in charge of program implementation. All bookkeeping and monetary allocations are maintained by the project director's office for auditing purposes. Local and state reportings are transmitted via the project director.

The project coordinator is responsible for all program operations, project staff and coordination of office activities. The coordinator also maintains all reports and program records aligned with project standards. He/she utilizes an advisory committee for community input, project activity recommendations, and public relations.

The job placement specialist, who is responsible to the project coordinator, directly serves the project population group through job placement, job seeking and retention skills training, and conducting follow-up services. Other ancillary duties aligned with the specialist's job description will be discussed later.

The project clerical assistant is responsible for the necessary paper work, i.e. typing, filing and recordkeeping. Duties also include sharing the responsibilities of the program specialist in dealing with students requesting project services.

The Lewiston program also utilizes supportive efforts from school administrators, guidance counselors and teaching staff. Outside agencies that play a significant role in the project operations are the

Maine Employment Security Commission, youth service agencies, business organizations and local civic groups.

In terms of program support, MESC (Maine Employment Security Commission) has played an instrumental part in the development of Lewiston's project goals. A section of this guide will address the Maine Employment Security Commission's role in the Lewiston High School Job Placement operations.

SECTION III - STAFF AND OFFICE ORGANIZATION

This section will include job descriptions and policies used in project operations. The purpose of this section is to introduce job descriptions and standards for a job placement office.

After determining a need of a job placement office, meticulous planning is a prerequisite if the program is going to succeed.

Before a set of criteria for selection of program personnel is decided on, it is most desirable to determine the duties to be performed by those at each level of responsibility. On the next two pages are sample outlines of duties for (1) a director of job placement (administration), (2) program coordinator, (3) placement specialist, and (4) a clerical assistant.

Job Placement Program Director

I. Responsible for overall operation of job placement program in school.

II. Administrative Relationships

A. Directly responsible to the Superintendent of Schools via the high school principal, Adult Education Director, and Assistant Superintendent. (In smaller schools, the communication chain would be more directed to school principal and superintendents.)

B. Responsible for all job placement project staff, through the job placement coordinator, for all activities pertinent to the planning and implementation of the program.

III. Major Duties and Responsibilities

A. Responsible for proper procedure in setting up and searching for project personnel.

B. Plans and directs implementation of job and supervision techniques.

C. Continuously evaluates results of the program to determine areas of needed improvement. (Project evaluation reports transmitted by project coordinator.)

D. Responsible for bookkeeping and money allocations for auditing purposes. (This responsibility may not be condusive to some projects depending on funding sources.)

E. Determines staffing needs with project coordinator for each year.

NOTE: The project director of job placement is likely to be an administrator of the present school system who assumes the additional responsibilities aligned with project needs. Lewiston's project director is Kenneth Jordan, Assistant to the Superintendent - Vocational Education. In smaller systems the principal and/or assistant principal might assume the project director's responsibilities.

Job Placement Coordinator

I. Responsible for all program operations, project staff and coordination of office activities.

II. Administrative Relationships

Directly responsible to the project director for all activities pertinent to the planning and implementation of the program.

III. Major Duties and Responsibilities

A. Responsible for directing project personnel.

B. Directs implementation of program activities.

C. Evaluates program goals and objectives and reports results to program director.

D. Counsels students in job placement areas, i.e. interviews, job seeking skills, actual placement and follow-up.

E. Acts as liaison with supportive agencies, i.e. Maine Employment Security Commission, youth service agencies, business organizations, and local civic groups.

F. Maintains all project records and reports.

G. Places students on jobs in accordance to project guidelines.

H. Responsible for all data collection and recordkeeping and safe keeping of same.

I. Performs other duties as assigned.

IV. Qualifications

A. Baccalaureate Degree with special preparation in work experience education and/or counseling.

B. Demonstrative administrative skills in human services.

C. Work experience in an occupation outside the school setting.

NOTE: The job placement coordinator represents the key figure to the job placement project. As outlined in the job description, the duties assigned are numerous and varied. It is suggested that the salary offered should be competitive so as to attract quality applicants.

Job Placement Specialist

I. Assists with counseling and placement of students and supports the overall operation of job placement activities.

II. Administrative Relationships

Directly responsible to the program director, through the program coordinator, for all activities pertinent to the planning and implementation of the program.

III. Major Duties and Responsibilities

A. Takes job orders by telephone, processes applications from students and places students in jobs.

B. Verifies placements by telephoning to determine which students follow through and appear for interviews, which students are hired, and why others are rejected.

C. Explains work permits, labor laws and other statutes and regulations governing employment of students.

D. Responsible for setting up and maintaining an active file of student registrations, applications and exploratory job stations.

E. Promotes jobs regularly or as assigned.

F. Counsels and assists students in job seeking skills.

G. Assists the project director and/or coordinator in whatever ways the organization of the particular office may warrant. This may include writing and assisting with reports, correspondence and special projects, processing necessary forms and other duties as assigned.

IV. Qualifications

A. Two years of post secondary education, preferably in a field related to the work to be performed -- such as guidance, personnel administration, psychology, and/or human services.

B. One year's experience in the field of guidance, personnel administration, placement, work experience education or human services.

Job Placement Clerical Assistant

I. Responsible for typing, filing, and record keeping, also assists in the placement of students and supports the overall operation of job placement activities.

II. Administrative Relationships

Directly responsible to the program director, through the program coordinator, for all activities pertinent to the planning and implementation of the program.

III. Major Duties and Responsibilities

A. Assists in taking orders by telephone, processing applications from students and placing students on jobs.

B. Types all paper work as directed by program needs.

C. Maintains updated files in accordance to office standards.

D. Assists placement specialist in B and C of placement specialist's listed duties and responsibilities.

E. Assists project personnel in whatever ways the organization of the particular office may warrant. This may include correspondence, special projects, processing forms, and other duties as assigned.

IV. Qualifications

A. Typing skills (50+ w.a.m.) and some filing experience.

B. Two years experience in a clerical setting.

Selection of Staff

If the job placement program is to be housed in the school, a designated school administrator, who should also be the program director, will interview and select the coordinator.

After the program coordinator has been hired, he or she usually assists the administrator by interviewing and selecting other staff. Regardless of the size of the project involved, all staff qualifications, job descriptions and program policies should be written.

If the program is to be designated outside the school setting, a standard administration policy will dictate the interviewing and selection process. The project coordinator should be utilized in the selection process of program personnel.

Policy Standards

The need to have a written policy prior to hiring personnel provides guidelines which effect total program operations. While many lists exist that mandate policy standards for job placement operations, the following items should be considered prior to initiation of program operations:

1. Philosophy and program objectives
2. Program emphasis (needs, population served, priorities)

3. Organization, staffing and boundaries (limits)
4. Staff organizational pattern (relationships, qualifications, selection procedures, responsibilities)
5. Work flow pattern (ideal work flow procedures)
6. Project evaluation criteria

Policy standards should reflect the thinking and input from various sources. The policy standards should apply to the best possible model for total acceptance into the community, labor market and school.

Without highlighting the items above, it is noteworthy to mention that each item should be addressed in the job placement program policy handbook. The policies should be well thought out and identify specific action plans.

Summary

After community acceptance of a job placement office in your school, the next task would be to establish program policy and personnel criteria for program operations. It was the intent of this section of the guide to give you a brief overview of job descriptions of personnel and items that should be addressed in policy make-up. It is understood that this section will no doubt be incomplete for any particular school, but should provide a sound base for any job placement program.

A copy of Lewiston's Affirmative Action Guidelines is presented here. Please note that these guidelines are in part and do not reflect the program's total policy.

AFFIRMATIVE ACTION GUIDELINES OF LEWISTON HIGH SCHOOL JOB PLACEMENT OFFICE

In compliance with Section 2202 of Policies and Procedures of the Board of Education's Affirmative Action Plan, which reads as follows, "It is the intent of the Lewiston School Department to pursue policies of nondiscrimination and equal employment opportunity in all of its departments, programs, and activities...", the Job Placement Office at Lewiston High School is issuing operational guidelines.

The Job Placement Office's operational guidelines, as stated below, guarantee that all persons, regardless of sex, age, race, color, religion, national origin, or physical handicap be given equal access to all services and fair and equal treatment by all staff members of the Lewiston High School Job Placement Program.

1. All persons are given the opportunity to register with the Job Placement Office at Lewiston High School.

2. Fair and adequate notice of job vacancies and information regarding such vacancies is made available to all persons registered with the Lewiston High School Job Placement Office.

3. All persons registered with Lewiston High School Job Placement Office are given equal consideration and opportunity to apply and compete for job vacancies on the basis of their qualifications and abilities.

4. All job orders from employers are recorded without reference to sex, age, or race, except where age is a legal requirement of a particular job. In instances where employers request a specific age or sex, the Lewiston High School Job Placement Office staff is directed to inform such employer that the Placement Office cannot discriminate on these bases.

5. In job counseling sessions, registrants are encouraged to investigate and give consideration to employment in nontraditional roles.

6. All activities sponsored by the Lewiston High School Job Placement Office, such as the Job Fair and Job Seeking Skills Seminar, will be made available to all persons. These activities may be designed for specific interest groups, i.e. seniors, adult education students, drop outs.

7. The Job Placement Office at Lewiston High School attempts to provide films and literature designed to inform registrants of the federal Equal Rights Act and the Maine Human Rights Act and implications of such legislation with regard to registrants' job seeking efforts.

8. Recognizing the needs of Special Education students, the Lewiston High School Job Placement Office makes every attempt to (1) assess physical and mental capabilities of Special Education students through consultation with the Special Education staff, (2) refer Special Education students to appropriate social service agencies and (3) ascertain from employers the mental and physical requirements of each job order placed with the office.

SECTION IV - STUDENT REGISTRATION AND INTERVIEWS

This section will deal with the procedures for conducting student registration, interviews, and placement techniques.

While a step by step placement procedure will not be included in your policy standards, it should be outlined and available, especially for new staff people. This should serve as a guide and by no means as law.

The step by step procedure utilized by Lewiston High School for student registration is as follows:

1. The student fills out the application form.

2. The placement coordinator or specialist obtains information on the student. Included are: name, address, occupational interests, school data, Social Security number, special training and skills and other pertinent information. This information is transcribed onto a special registration form and utilized as a permanent record for that student.

3. When the student is considered for a particular job, the step by step procedure for job orders is as follows:

   a) An employer calls, or is contacted, and the pertinent information is recorded on a job order form.

   b) Student registration forms are screened or job is advertised for "walk in" students.

c) Likely candidates who have indicated an interest in the type work are called in the office and interviewed.

d) Three to five candidates are given referral slips to be interviewed by the employer.

e) Notation of referral is made on the registration form of those referred until verification is received regarding which student was hired.

f) Once verification is made as to who was hired, the employed student's card goes into the placement file and the remaining students' cards are placed back into the active file with proper notation of such.

NOTE: If a highly specialized job order is received, then the coordinator or specialist will contact a department head for input and student referral. The guidance department also has effected positive placement in regard to student selection for particular jobs.

The following forms are utilized in the job placement office with student registration.

STUDENT REGISTRATION FORM

NAME (Last First M.I.)

OCCUPATIONAL TITLE
1)
2)
3)

REGISTRATION DATE
Mo. Day Yr.

HOME RM

ADDRESS
Street

City State Zip Code County

DATES

GC

APT 1 2 3 4

APP 1 2 3 4

SOCIAL SECURITY NO.

APPLICANT TYPE
1 ☐ P.T.
2 ☐ F.T.
3 ☐ S.

HDCP 0 ☐ No
1 ☐ PHY
2 ☐ M. RTD
3 ☐ M. RSTD

CNTY CODE

GROUP 4 ☐ AI
1 ☐ W 5 ☐ INA
2 ☐ B 6 ☐ OTH

SP. AM.
1 ☐ Yes
2 ☐ No

TELEPHONE NO.

SEX
1 ☐ Male
2 ☐ Female

BIRTH DATE
Mo. Yr.

U.S. citizen
1 ☐ Yes
2 ☐ No

NUMBER IN FAMILY

EMPLOYMENT STATUS
1 ☐ Part Time 3 ☐ Not Working
2 ☐ Full Time 4 ☐ Job Attachment

COURSE

HEIGHT Ft. Inch | Bb WEIGHT Pounds

HIGHEST SCHOOL GRADE COMPLETED
Grade School 0 1 2 3 4 5 6 7 8
High School 9 10 11 12

LIST ANY SCHOOLING OR SPECIAL TRAINING YOU HAVE TAKEN
Name of School | Course | Length | Date Ended | Degree

AVAILABILITY: ☐ Weekends ☐ Nights ☐ Afternoons ☐ Other

JOB PREFERENCE:

SPECIAL SKILLS & WORK EXPERIENCE

INTERESTS

20

DO NOT WRITE ON THIS SIDE OF FORM

1. SUMMARY OF OTHER WORK EXPERIENCE

2. SPECIAL INFORMATION (Disabilities, Limitations, Leisure Time Activities)

3. COURSE SCHEDULE

4. TEST

Typing	Date	WPM	Grade	Errors	Grade	
Shorthand	Date	WPM	Grade			
Spelling	Date	Grade				

5. COUNSELING PLAN

6. COMMENTS AND OCCUPATIONAL PREFERENCES

REVERSE SIDE OF STUDENT REGISTRATION FORM

RECORD OF SERVICE

DATE			EMPLOYER, AGENCY, OR TYPE OF SERVICE	JOB TITLE, PURPOSE, OR COMMENTS	REFERRAL ACTIVITY			REMARKS
CALLED	REFERRED	OTHER			DUR.	PAY	RESULT	

22.

STUDENT CONTACT FORM

JOB PLACEMENT OFFICE
Lewiston High School
Room V102
784-2371, Ext. 62

Date: _____
Please visit our office at your earliest convenience to discuss:

_____ Job Opportunity
_____ Followup on interview
_____ Followup on hire
_____ Completion of card
_____ Your Resume
_____ A message we have for you
_____ How your job is going
_____ Learning Activity Package
_____ Senior Survey
_____ Other: _____

The following forms are used to complete job orders.

JOB ORDER

JOB O
LEWISTON HIGH SCHOOL

Time: _____ Date: _____ Phone: _____

Job Title: _____

Company: _____

Address: _____

_____

Contact(s): _____

Job Description: P-T F-T Temp ( )

_____

_____

_____

Wages: _____ Hours: _____

Referrals:

Date	Name	Year

ORM

ER
B PLACEMENT OFFICE

_____ Call in: _____ Call out: _____

Age: _____ Appt: _____

_____ Agent: _____

SS#	Tel.	Results

REFERRAL SLIP
LEWISTON HIGH SCHOOL JOB PLACEMENT OFFICE

784-2371, Ext. 62

Applicant: _____
is referred in response to your request for

Employer Job Title: _____

Part-time _____ Full-time _____

Company Name: _____

Company Representative: _____

Company Address: _____

_____

Referral Date: _____

Thank you for considering our Job Placement Service. You will be contacted in the near future concerning the results of this referral.

Maintenance of Records

All records, including forms utilized by the Placement Office, are filed and updated periodically. Statistical summaries of office operations are maintained on a daily, weekly and yearly basis.

These summaries are categorized by contacts made, number of referrals and actual placements. Additionally, these totals are broken down by male/female columns and by the type of student served; i.e. Lewiston High School student, Adult Education student, drop out, or other.

The following forms are used in conjunction with data compilation:

DAILY REPORT OF REFERRALS A

	CONTACTS		
	MALE	FEMALE	MA
L.H.S.			
ADULT ED.			
DROP OUTS			

D JOB PLACEMENT ACTIVITIES

REFERRALS		PLACEMENT	
E	FEMALE	MALE	FEMALE

WEEKLY

REFERRALS AND JOB

Week Ending _____

	CONTACTS		
	M	F	T
L.H.S. Day School	____	____	____
Adult Education	____	____	____
Dropouts	____	____	____
Others	____	____	____
TOTALS	____	____	____

PORT OF

ACEMENT ACTIVITIES

Date Submitted: _____

REFERRALS			PLACEMENTS		
M	F	T	M	F	T

SECTION V - STUDENT JOB PREPARATION

An integral part of the job placement system is the delivery services of a pre-employment training program designed to help students with job seeking skills.

Students are taught "how to interview for a job", "how to fill out job applications properly", and "how to prepare a resume". These services are delivered on a one-to-one basis or in a classroom situation.

The first step in setting up a pre-employment training program is to adequately train project personnel in the proper procedures of teaching "job seeking skills". Many resources are available and should be used collectively within a designed structure. The primary resource used in Lewiston High School is "Learning Activity Packages" (LAPs). LAPs are used with students experiencing difficulty in job seeking endeavors. Individual job counseling is of primary importance and occurs continually during office hours. LAPs are used to supplement the counseling session and are designed in such a way that the student can complete the objectives of the LAP without much help.

Classroom presentations are given throughout the school year. Faculty are made aware of the pre-employment presentations and are urged to use this service in their classes.

Positive feedback from students and teachers alike have made this service a highlight of the Lewiston Job Placement Program. A project staff member, usually

the coordinator or specialist, delivers the classroom presentations in a nine day sequence for one class period a day.

Resources utilized during presentations are:

1. Learning Activity Packages (LAPs)
   A. "Filling Out a Job Application" - Code G102
   B. "Job Interview" - Code G114
   C. "Resume - What It Should Include" - Code G100A

NOTE: Copies of these LAPs may be obtained free of charge by writing to:

Modular Curriculum Program
Lewiston High School
156 East Avenue
Lewiston, Maine 04240

2. The World of Work - textbook by Kimbrell and Vineyard, McKnight Publishing Company, Bloomington, Illinois.

3. Mock job interviews - video tapes. Tapes developed by the Job Placement staff in conjunction with the Cooperative Education Program.

The "Job Seeking Skills Sequence" outline utilized in classroom presentations by the project staff is as follows:

JOB SEEKING SKILLS SEQUENCE
JOB PLACEMENT OFFICE
LEWISTON HIGH SCHOOL

COURSE OUTLINE

Day 1: Objectives of the sequence are outlined:

1. To provide students with the basic tools to become competitive job seekers.

   A. Job Applications
   B. Resumes
   C. Job Interviews

2. To inform students that assistance and information is available in areas not covered by the sequence. (i.e. how and where to look for work, letters of application, etc.)

APPLICATIONS

An informational introduction is given, stressing the importance of neat, accurate job applications. Most students feel they can already complete applications so they are given the opportunity to complete a standardized form in class.

After collection, students are given a list of suggestions for completing applications, (taken from The World of Work by Kimbrell and Vineyard).

General discussions of other helpful hints, confusing questions, etc. encountered in applications.

Questions are welcomed at any time.

Day 2: Corrected applications are returned and discussed point by point emphasizing the troublesome areas.

With corrected applications and notes on suggestions, students again complete applications.

Day 3: Corrected applications are returned with final, individual comments.

RESUMES

Information introduction, stressing the importance of the six components of a resume.

With the use of the Resume LAP, students begin working on a rough draft. Stress the fact that this is a "rough" draft, and they should include as much information as possible under each component. It can be cut down in the final copy.

Day 4: Entire class continues work on resumes, moving into the final draft. Students are instructed to use the format in the LAP. Individual attention is given for specific questions, wording, etc.

Day 5: Wrap up work on final draft of resume. Hand in for final corrections and changes.

INTERVIEWS

Brief overview of how the topic is to be covered.

Informational introduction (closed, open interview, etc.). Use Job Interview LAP for reference.

General discussion with students of interviews they have had.

Day 6: 30 points for interviews (taken from the LAP).

Discussion of three general areas of questioning in interviews.

Hand-outs are available on sample questions and a checklist of things to remember before going to interviews.

Day 7: Discussion of how to give constructive feedback (taken from LAP).

Explanation of how to use Student Rating Sheet.

Students see video tape of two mock interviews and use rating sheet to comment. General discussion after each interview of good/bad points, etc.

Day 8: Mock interviews in class.

Discussion of how students feel about role playing, the value of it, etc.

Students are given the opportunity to participate in a mock interview situation with the rest of the class providing feedback. Students are also encouraged to take on the role of interviewer. This is continued until each student who wishes to is given the opportunity to participate. In smaller classes everyone has the opportunity to be "interviewed".

Day 9: Used to wrap up job interviews in class.

Students complete an anonymous evaluation form on the sequence.

Resumes are typed and copied as soon as possible.

Actual length of the sequence varies depending on class size and progress.

It is important to note that the Job Placement Program resume service includes preparation, rough draft, typing and printing. Many employers utilizing the Job Placement Office have praised the quality of resumes that students have prepared in conjunction with the Job Placement Office. A sample copy is enclosed on the next page for inspection.

RÉSUMÉ

Sandra Mae Nadeau
47 Spruce Street
Lewiston, Maine 04240

Career Interest: General Clerical

Telephone: 782-3981
Soc. Sec. #: 007-48-5242
Date of Birth: May 5, 1959
Height: 5'3" Weight: 100 lbs.

Age: 17
Marital Status: Single
Birthplace: Lewiston, ME
Health: Excellent

Education: Lewiston High School, Class of 1977
Business Course Student
Subjects Studied:
Recordkeeping - 2 years
Business Math - 1 year
Typing I & II - 2 years
English - 4 years
APEX - 1 year

Skills: Typing - 50 words per minute
French speaking, Office Machines

Work Experience:

June 1974 - Present
L & C Cash Market
188 Park Street
Lewiston, Maine 04240
Cashier
Supervisor: Mr. Normand Labbe

Dec. 8, 1976 - January 7, 1977
Modular Curriculum Development Program
Lewiston High School
156 East Avenue
Lewiston, Maine 04240 Tel: 784-2371 Ext. 62
General Clerk
Supervisor: Mr. Wallace Field

Outside Interests and Hobbies: Bike riding, tennis, swimming, camping, baseball, and snowmobiling

References: Normand Labbe, Owner of L & C Cash Market
188 Park Street
Lewiston, Maine 04240 Tel: 783-0201

Robert Couturier, Lawyer
70 Pine Street
Lewiston, Maine 04240 Tel: 784-1575

Ronald Couturier, English Instructor, 1974-75
Lewiston High School
156 East Avenue
Lewiston, Maine 04240 Tel: 784-2371 Ext. 41

Charleyne Gilbert, Business Education Instructor
Lewiston High School
156 East Avenue
Lewiston, Maine 04240 Tel: 784-2371 Ext. 49

Please feel free to contact any of my former employers or references for further background information.

39.

Summary

It can be concluded that pre-employment training is a vital part to any job placement program. Although activities are limited to staff availability and time allotment, it is critical to include job seeking skills training as a primary goal. The transition from school to work can be made easier for students if they know the proper skills to compete for jobs.

SECTION VI - WORKING WITH BUSINESS AND INDUSTRY

How to establish and maintain contacts with area businesses and industries must be continually addressed. Endorsement from employers can be the one factor that determines a successful job placement program. Initial community awareness can be done in a number of ways. The use of an advisory committee (refer to Administrative Flow Chart, page 4-5) is probably the most effective means of advertising a job placement program. Your advisory committee should include members from the business community, school staff and students. The advisory committee should be formed (ad hoc) prior to program implementation. Those members from your ad hoc committee who worked out the best should form your nucleus of an advisory committee.

An active advisory committee can greatly influence an effective job placement program. Functions of the committee should include: public relations, policy make up, locating job openings, and to provide a link between school and the business community.

Members of the advisory committee should be appointed for terms on a rotating basis. The number of people on the committee should be manageable and workable. REMEMBER those committee members will sell your program if they are sold on the concept "that job placement services are important for students".

Initially, the coordinator of the program will have to investigate and identify with the community. Speaking engagements to interested groups, individual employer contact and phoning campaigns are excellent vehicles to promote a job placement project. A time allotment of three to six months should be given for "community awareness" and built into the initial phase of the project. It is important to free up the coordinator to do this type of promotional work.

After a successful "promo campaign", securing job openings should be a rather simple task. A job bank of employers should be kept and maintained. Contacts with employers will transcend into daily operations with project staff and will continue to serve as a vital resource to placement operations.

Periodic publicity should be maintained through mail outs, speaking engagements, workshops, job fairs and newspaper articles. A sample of activities found to be successful in Lewiston's job placement efforts are hereby enclosed.

JOB DEVELOPMENT AND PLACEMENT

The Job Placement Office at Lewiston High School has promoted publicity of its services in the following ways:

- A brochure was developed and mailed to local industries in the fall of 1977. This brochure is also sent periodically to new businesses within the community to acquaint them with Lewiston High School Job Placement services. (See Sample I)

- During periods of peak employment, such as the Christmas season, we send reminders to local stores. (See Sample II)

- Invitations are extended to any local business or school interested in observing our daily operations. (See Sample III)

- Special workshops are conducted to promote the job placement concept and bring together people and ideas. (See Sample IV and IVB)

- A Job Fair is planned for spring, 1978. The high school will host local businesses who are interested in hiring qualified Lewiston High School seniors. (See Sample V)

- Over the past two and one half years, several articles about the Lewiston High School Job Placement Program have been published in local newspapers. (See Sample VI)

A service to bridge education and employment designed to

–Assist today's young adults in the transition from school to work

and

–Provide community employers with a selected source of temporary, part–time and full time employees

A program developed by the Lewiston School Department and funded by the Bureau of Vocational Education, State Department of Educational and Cultural Services

brochure design/Pam Larouche

LEWISTON HIGH SCHOOL JOB PLACEMENT SERVICES

Without Community Support, We're Only Half Of A Bright Idea. . .

SAMPLE I

LHS JOB PLACEMENT SERVICE

SERVING

Students and Employers of the Community

with over 810 placements in 204 businesses

Since 1975

WE OFFER

STUDENTS

Job Counseling - The Job Placement staff meets with each student to discuss career goals, employment qualifications and employment needs.

Job Seeking & Retention Skills - A mini course to assist students in developing the skills required to find and keep a job.

Resume Service - As a service to Seniors and recent graduates, personalized guidance in preparing resumes and free printing of resumes.

Job Referrals - We maintain constant contact with over 200 area employers in our continuing efforts to develop jobs for our students. Many of our part-time placements are offered full time career employment upon graduation.

Students - Visit the Job Placement Office, located in the Vocational Wing of Lewiston High School.

EMPLOYERS

Readily Available Personnel - We maintain a pool averaging 600 to 900 students and young adults desiring part and full time work, including temporary employment. We can fill both short and long term needs. All job orders are CONFIDENTIAL. Only those students who are qualified will be referred.

Follow-Up Services - Our service just begins when we find the right student for you. Our office maintains follow-up employment records and encourages employer feedback on all our placements.

Community Impact - To improve services to both employers and students, the Placement Service is guided by an advisory committee comprised of local businessmen, educators, and students.

Employers - We would ask you to support our efforts - phone in a job order or request an on-site visit by one of our representatives.

SPREAD THE WORD

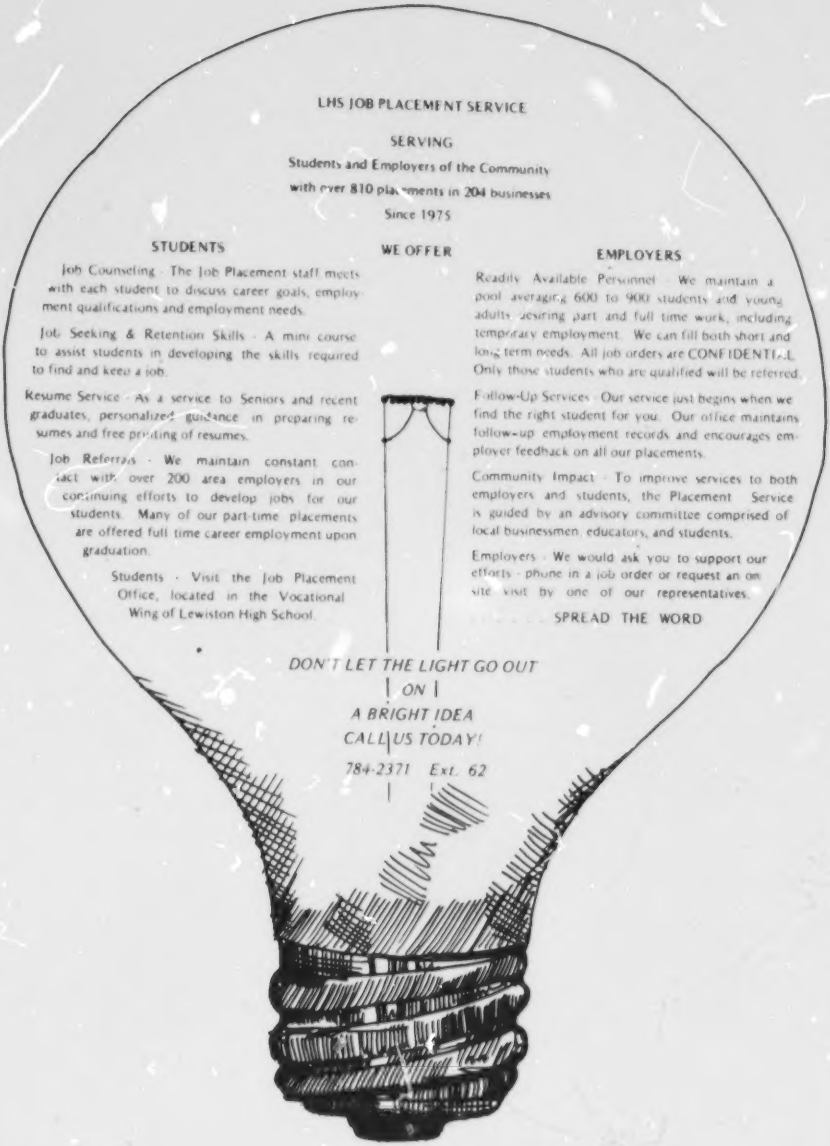
DON'T LET THE LIGHT GO OUT

ON

A BRIGHT IDEA

CALL US TODAY!

784-2371 Ext. 62



SAMPLE I

Who Has More Santa's Helpers Than The North Pole?

(Sample II)

Lewiston High School
Job Placement Office

156 East Ave. — Lewiston, Me. 04240

Several qualified students looking for Xmas season jobs have registered with our Job Placement Office. We are anxious to serve the needs of both students and community. If your business plans to hire extra help over the holidays, please contact our office at 784-2371, extension 62 —— or drop in to see us at Lewiston High School, Vocational Wing.

Put the ho-ho's back in Christmas
Hire a Lewiston High School Helper

An Equal Opportunity Employer!

(Sample II)

SAMPLE III

LEWISTON HIGH SCHOOL

156 East Avenue
Lewiston, Maine 04240
Tel-784-2371

DR. EDWIN HAAS
Principal

CHARLES A. BLEAKNEY, JR.
Asst.Principal

RICHARD GIBSON
Asst.Principal

KENNETH JORDAN
Vocational Director

February 15, 1978

Mr. Ronald Moody
Principal
Monmouth Academy
Monmouth, Maine 04259

Dear Mr. Moody:

For the past 2½ years the Job Placement Office at Lewiston High School has been assisting day and Adult Education students, drop outs, and recent graduates in finding full and part time employment as well as providing supportive services such as assistance in resume preparation and conducting seminars in job seeking skills.

Realizing the importance of such services to the sizeable population, the staff of the Job Placement Office is

meet with school administrators, guidance personnel, faculty and interested others to share and discuss general policies and procedures, special projects, and/or any aspect of the program that would be helpful. We would be happy to participate in informal discussion groups and welcome visits to the office to observe daily operations. (We realize that many schools have scheduled workshop days throughout the academic year and feel this might be an ideal time to get together.)

Please regard this as a standing invitation to familiarize yourself with the Job Placement Services at Lewiston High School. We can be reached at 784-2371, Ext. 62.

Sincerely,

Wendy E. Marquis
Job Placement Specialist

WEM/itb
cc: Mr. Dennis Grover

SAMPLE IV

A WORKSHOP ON JOB PREPARATION AND JOB PLACEMENT

for

Androscoggin County High Schools

Saturday, February 5, 1977
Lewiston High School
156 East Avenue
Lewiston, Maine 04240

- AGENDA -

8:15 a.m. - 8:45 a.m.	Coffe and Introductions
8:45 a.m. - 9:00 a.m.	Welcome
9:00 a.m. - 10:00 a.m.	Organizing a Comprehensive Job Placement Program Jim Larouche, Carl Helms, and Paul Michel
10:00 a.m. - 10:10 a.m.	Break
10:10 a.m. - 11:15 a.m.	Life planning, career exploration and career implementation A.J. Shinkel, Guidance Director, St. Francis College
11:15 a.m. - 12:15 p.m.	Lunch (provided by the workshop)
12:15 p.m. - 1:15 p.m.	Assistance from Androscoggin County Service Agencies Panel Discussion

1:15 p.m. -	2:15 p.m.	Small Group Discussions
2:15 p.m. -	3:00 p.m.	Summary and Wrap-Up

Direct all inquiries to:

James L. Larouche, Job Placement Coordinator
Lewiston Job Development, Placement and Follow-Up
Lewiston High School
156 East Avenue
Lewiston, Maine 04240
(207) 784-2371, Ext. 62

Directions to the workshop location will be given at the main lobby of Lewiston High School.

Please return or call by Monday, January 31, 1977
Tear along line and return by mail

Workshop Registration

I shall be attending the workshop on Job Preparation and Job Placement for Androscoggin County High Schools at Lewiston High School on Saturday, February 5, 1977.

NAME: _____ TITLE: _____

ORGANIZATION: _____

ADDRESS: _____

50.

"An Equal Opportunity Employer"

SAMPLE IVB

A Workshop on Job Preparation and Job Placement

for

Androscoggin County High Schools

Saturday, February 5, 1977
Lewiston High School

Sponsored by the L.H.S. Job Development, Placement and Follow-Up Program

-- AGENDA --

8:15 a.m. - 8:45 a.m.	Coffee and introduction
8:45 a.m. - 9:00 a.m.	Welcome
9:00 a.m. - 10:00 a.m.	Organizing a Comprehensive Job Placement Program Jim Larouche, Carl Helms, and Clem Josselyn
10:00 a.m. - 10:10 a.m.	Break
10:10 a.m. - 11:15 a.m.	Life planning, career exploration and career implementation A.J. Shickel, Guidance Director, St. Francis College

11:15 a.m. -	12:15 p.m.	Lunch (provided by the workshop)
12:15 p.m. -	1:15 p.m.	Assistance from Androscoggin County Service Agencies Panel Discussion
1:15 p.m. -	2:15 p.m.	Small Group Discussions
2:15 p.m. -	3:00 p.m.	Summary and Wrap-Up

If you have to make an early departure from the workshop, please obtain an evaluation form at the door and fill out the sections that indicate whatever appraisal, interests, and needs you wish to express.

Panel Discussion
Androscoggin County Service Agencies

Laurie Archambault - St. Andre's
Janice Chenard, Director - A.C.T.P.
Claire Chesley - Probation and Parole Officer
Ron Fortin - Job Placement, Pathways, Inc.
Sue Gang - Y.W.C.A. Intervertion
Bill Gee - L.P.D. Youth Bureau, Police Explorers
Clem Josselyn, Assistant Manager, Lewiston Job Service (M.E.S.C.)
Jim McKeown, Counselor for the Deaf - Maine Dept. of Human Services
Beverly Mower, R.N. - Medical Explorers, Central Maine Medical Center

SAMPLE V

LEWISTON HIGH SCHOOL

156 East Avenue
Lewiston, Maine 04240
Tel-784-2371

DR. EDWIN HAAS
Principal

CHARLES A. BLEAKNEY, JR.
Asst.Principal

RICHARD GIBSON
Asst.Principal

KENNETH JORDAN
Vocational Director

January 9, 1978

Mr. Paul Belanger
Manager
Maine Employment Security Commission
522 Lisbon Street
Lewiston, Maine 04240

Dear Mr. Belanger:

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In April of this year, the Job Placement Program at Lewiston High School is planning a Job Fair for LHS seniors and local employers. As a preliminary step to our planning, we are checking on community response. The object of the Fair is to bring together students looking for full time jobs after graduation and is planned for a Saturday or a school day (please comment on enclosed card)

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and will be held in a large room of the Lewiston High School. The room will be partitioned off according to vocational interests with a separate space for each participating employer.

We feel that a representative from the Maine Employment Security Commission would make a valuable contribution to the Fair. (Many of the students are unaware of the opportunities offered by the local MESC office.) Your representative could bring background information on how your agency operates, samples of application forms and perhaps a viewer with microfilm of current job openings in the area.

We ask you to fill out the enclosed card and mail it to the Job Placement Office by January 20th. Your interest and response is greatly appreciated.

Sincerely,

Kenneth C. Jordan
Vocational Director

KCJ/itb
Enclosure

Another important aspect which needs attention is the use of available apprentice programs. Your local area should be canvased for this type of training. School faculty, labor union officials, Chamber of Commerce or vocational educators might help you in this quest.

A job placement program is an excellent go between with apprentice programs and high schools. Much success can be realized if this type effort is fully explored.

Summary

Securing job openings for students is limited only to the imagination and efforts of the project staff. Utilizing your advisory committee, publicity strategies and other resources will open up job opportunities for students you serve.

SECTION VII - OTHER JOB SOURCES-MAINE EMPLOYMENT SECURITY COMMISSION

The Lewiston Job Placement Office has enjoyed a positive working relationship with the local office of the Maine Employment Services Agency. An outline format of the working relationship that has evolved in the past three years attests to the benefits derived by both offices.

A. Assistance given by M.E.S.C. - Lewiston Office

1. Experienced staff member to act as liaison

a) Job Development

b) Student interviewing

c) Job counseling

d) Instruction in all MESC office flow and recordkeeping procedures

e) Knowledge of local employment factors

f) General participation in all school office functions

2. Training of individual for clerical and administrative assistance

   a) Individual funded by Concentrated Employment Program (C.E.P.), Manpower Training Division, Lewiston

   b) Individual located and sponsored by MESC - Lewiston office

3. Daily copy of all local Maine Job Bank listings

4. Cumulative Maine Job Bank Computer printout of all school office activity

   a) Printout information "keyed" on MESC's liaison's desk number

5. Supply of printed materials related to job entry and retention skills

6. Interviewing facilities for employers

7. Identification of potential school dropouts

B. Benefits derived by MESC - Lewiston Office

1. Establishment and maintenance of an up-to-date local student employment file

   a) Greater proximity and familiarity with local student population

   b) Greater visibility to local educational community

2. All referral and placement activity of the supported program is reported as MESC activity in the Maine Job Bank.

C. Future possibilities for cooperative endeavor

1. Additional job development support for peak employment demand periods

2. Classroom orientation of services offered by MESC

3 Presentation of MESC audio-visual resources concerning career awareness and job attitudes

4. Referral of students to MESC for special aptitude and interest testing and evaluation

High School is fortunate to have a major office of the Maine Employment Security Commission in the immediate area. The evolution of our cooperative relationship was quite logical and natural. Duplication of effort in overlapping areas of endeavor is avoided. The generous support given by the Lewiston MESC Office can only result in greater benefit to area students.

The cooperative experience in Lewiston can provide general guidelines for other school systems attempting to implement a job placement service for students. However, specific methods for working together with the MESC should be tailored to available resources and local employment needs.

The following communication addressing the working relationship between Lewiston High School and the Lewiston office of the Job Service Division attests to the feasibility of a workable existance.

JAMES B. LONGLEY
KENNETH M. CURTIS
Governor

EMILIEN A. LEVESQUE
Commissioner of
Manpower Affairs

JAMES J. GEORGE, SR.
Commissioner

JOSEPH E. A. COTE
Commissioner

State of Maine
Department of Manpower Affairs
Employment Security Commission
522 Lisbon Street
Lewiston, Maine
July 16, 1976

Mr. William C. Murphy
Research Associate
Bureau of Labor Education
University of Maine at Orono
Orono, Maine

Dear Mr. Murphy:

The Job Service Division, Maine Department of Manpower Affairs, Lewiston local office, has been working cooperatively with Jim Larouche of Lewiston High School job development, placement and follow up program since the beginning of academic year 1975-1976. Experienced members of our staff have provided expert guidance for the program keying on the areas of job development, student interviewing, job counseling, labor market trends, and record keeping functions. Utilizing Job Service employment tools, such as Job

Bank, printed materials for applicants, counseling services, etc., the Lewiston High School job development and placement and follow up program has been mutually developed into an excellent and workable program for students.

The assistance rendered by Job Service has not been without reward. All referral and placement activity generated by the program is recorded through our computer in Augusta. In addition to giving this office extra placement credits, we provide a computer printout of all accomplishments by the program to Mr. Larouche. Although this extra placement credit is extremely necessary for the funding of our local Job Service office, the opportunities for employment provided the students would certainly be of primary importance. Many times students who are potential school drop outs are convinced to remain because of the service provided by Mr. Larouche and his staff.

The outlook for the program is very bright. I can see all services significantly expanded and productivity increased primarily because of the one year experience. The potential for services within the Lewiston school is unlimited. It is, however, extremely curtailed because of funding. With sufficient staff, which is synonymous with sufficient funding, this Job Development, placement and follow up program could easily be the envy nation wide.

Yours truly,

C. Clem Josselyn

C. Clem Josselyn
Assistant Manager
CCJ/w

State and federal lawmakers have attempted to adopt legislation in this effort. Recent legislation promoting joint service between "Employment Service" and high school students have been:

1) LD 1609-1975 - An Act to Require the Employment Service (MESC) to Provide Services to High School Students (action killed in committee).

2) Chapter 688 (26 MRSA 1083, Sub. 3)-1976 - An Act to Require the Employment Service to Provide Services to High School Seniors (action passed pending availability of funds).

Recent proposed legislation in U.S. Congress:

1) H.R. 15064, August 5, 1976 - introduced by Drinan - D.-Rep., Mass. Bill Referred to Committee on Education and Labor, ff... (tabled in committee) hopefully to be brought up again.

It is believed that continued support in this effort will eventually mandate that the State Employment Service (MESC) provide services to high school students. Should this happen, it would be an ideal vehicle for high schools to initiate job placement programs in joint effort with local MESC offices.

Model Establishment with the Maine Job Service

A statewide system of joint participation between high schools and local job service offices could be maintained through a systematic regional basis.

Currently the Maine Secondary Regional Technical Vocational Center's geographic set-up is closely aligned with the local job service office locations in the State of Maine. In planning for staff assistance, a ratio of 250 student placements per one staff member supplied by the job service could be justified by both school and employment agency. If other existing resources are explored and utilized, a full complement of project staff might be provided without project costs to the school.

Outright adoption of this plan can be used or existing established models can be incorporated. A guidance model to supplement job placement activities might be incorporated and certainly be less expensive. Staffing allocation from the Concentrated Employment Training Act (CETA) could be adopted and tied in with their existing youth service programs. Expansion of existing Cooperative Vocational Education programs is certainly a feasible method of introducing job placement activities.

There may be other existing community resources available that deserve looking into. Funding sources related to program initiation will be addressed later in this guide.

SECTION VIII - EVALUATION AND FOLLOW-UP AND REPORTING

In order to justify a job placement program, follow-up is necessary for the collection of feedback and impact data.

Evaluation

Continuous evaluation is essential in order to maintain and identify program needs. Job placement programs should be evaluated by students, parents and employers with responses providing a base for change if necessary.

When formulating evaluation forms, consider program goals and objectives, effectiveness of services delivered, job placement quality, and data specifications aligned with job market factors. The impact from information you receive could mean the difference of program continuation or not. YOU HAVE TO JUSTIFY WHY JOB PLACEMENT IS A NECESSARY FUNCTION IN YOUR SCHOOL.

Consider the following forms used in Lewiston's placement program. Note that forms are directed toward parent, student and employer.

EMPLOYER QUESTIONNAIRE
IMPACT STUDY

NAME:
ADDRESS:
PLACE OF EMPLOYMENT:
REGARDING STUDENT EMPLOYEE:

1. _____ The student appears to like the work he/she is now doing.
   _____ The student does not appear to like the work he/she is doing.

2. _____ I think the student would be happy doing this sort of work after graduation.
   _____ I do not think the student would be happy doing this sort of work after graduation.

3. I think the student's time is worth:
   _____ anything an employer is willing to pay.
   _____ $1.99 an hour (student minimum wage).
   _____ $2.65 an hour (adult minimum wage).
   _____ $3.00 an hour.
   _____ other _____.

4. I feel that
   _____ the Job Placement Office is valuable to students at Lewiston High School.
   _____ the Job Placement Office is not valuable to students at Lewiston High School.

Comments:

5. _____ I would like to see the Job Placement Program continue next year.
_____ I would like to see the Job Placement Program discontinued.
_____ I don't think it makes any difference to the students one way or the other.

6. _____ I think every high school should have a Job Placement Office.
_____ I do not think every high school should have a Job Placement Office.

7. _____ I think local taxes should finance a Job Placement Office.
_____ I do not think local taxes should be spent on a Job Placement Office.

8. The student's present job offers him/her:
_____ a chance to think creatively.
_____ a chance to use what he/she has learned in school.
_____ a chance to learn new skills.
_____ none of the above.
_____ all of the above.

Employer Questionnaire (cont.)

9. The following skills are necessary in the student's job:

_____ math
_____ using a calculator
_____ using an adding machine
_____ operating a printing press
_____ typing
_____ bookkeeping
_____ reading
_____ other _____

10. Of the above skills, the student could use more practice in.

11. _____ The student appears to be interested in the company.
_____ The student does not particularly appear to be interested in the company.

12. _____ The student is on time for work.
_____ The student is often not on time for work.

13. _____ The student has called in sick twice or fewer times since his/her employment.
_____ The student has called in sick more than two times since his/her employment.

14. ___ The student gets along with his/her boss.
___ The student does not get along with his/her boss.

15. ___ The student gets along with his/her co-workers.
___ The student does not get along with his/her co-workers.

What, if any, of the Job Placement Program helped you the most?

How could the program be changed for the better?

Any additional comments regarding the Job Placement Program at Lewiston High School:

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PARENT'S QUESTIONNAIRE
IMPACT STUDY

NAME:
ADDRESS:
SON/DAUGHTER'S NAME:
PLACE OF EMPLOYMENT:

1. _____ My son/daughter appears to like the work he/she is now doing.
   _____ My son/daughter does not appear to like the work he/she is now doing.

2. _____ I think my son/daughter would be happy doing this sort of work after graduation.
   _____ I think my son/daughter would not be happy doing this work after graduation.

3. I think my son/daughter's working time is worth:
   _____ anything anybody will pay him/her.
   _____ $1.99 an hour (student minimum wage).
   _____ $2.65 an hour (adult minimum wage).
   _____ $3.00 an hour.
   _____ more than $3.00 an hour.

4. I feel that
   _____ the Job Placement Office is valuable to students at Lewiston High School.
   _____ the Job Placement Office is not valuable to students at Lewiston High School.

Comments:

5. _____ I would like to see the Job Placement Program continue next year.
_____ I would like to see the Job Placement Program discontinued.
_____ I don't think it makes any difference to the students one way or the other.

6. _____ I think every high school should have a Job Placement Office.
_____ I do not think every high school should have a Job Placement Office.

7. _____ I think local taxes should finance a Job Placement Office.
_____ I do not think local taxes should be spent on a Job Placement Office.

8. I think the following things regarding my son/daughter's job are fair:
_____ his/her boss.
_____ the people he/she works with.
_____ the amount of money he/she makes.
_____ his/her hours.

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Parent's Questionnaire (cont.)

9. I think the following things regarding my son/daughter's job are unfair:
_____ his/her boss.
_____ the people he/she works with.
_____ the amount of money he/she makes.
_____ his/her hours.

10. The most important factor about my son/daughter's job is it:
_____ gives him/her spending money.
_____ fills his/her spare hours.
_____ teaches him/her work skills.
_____ prepares him/her for a new career.

11. My son/daughter spends his/her money mostly on:
_____ him/herself (clothes, car, etc.)
_____ saves in the bank.
_____ family.
_____ other _____

12. Since my son/daughter's employment, he/she has:
_____ opened a bank account.
_____ made a major purchase (car, stereo, T.V., typewriter, etc.)
_____ started a savings account.
_____ started a checking account.

_____ spent more time on school work.
_____ spent less time on school work.
_____ spent about the same time on school work.
_____ joined new clubs at school.
_____ dropped membership in clubs at school.
_____ kept a weekly budget of his/her expenses.
_____ organized his/her time better.
_____ related better to family members.
_____ taken on more responsibility at home.
_____ been under more pressure at home and school.

13. Since my son/daughter's employment, he/she has:
_____ had his/her hair styled.
_____ bought more clothes.
_____ spent more money on grooming aids/cosmetics.

14. Since my son/daughter's employment, he/she
_____ appears more outgoing.
_____ appears more withdrawn.
_____ no change.

Parent's Questionnaire (cont.)

15. ____ My son/daughter talks about his/her job frequently.
____ My son/daughter seldom mentions his/her job.

What part of the Job Placement Program seems to have helped your son/daughter the most (if any)?

How could the program be changed for the better?

Any additional comments regarding the Job Placement Program at Lewiston High School:

STUDENT QUESTIONNAIRE
IMPACT STUDY

NAME:
ADDRESS:
AGE: CLASS:
PLACE OF EMPLOYMENT:
EMPLOYED FROM: TO:
JOB TITLE:

1. _____ I like the work I am now doing.
_____ I do not like the work I am now doing.

2. _____ I would be happy doing this sort of work after graduation.
_____ I would not be happy doing this sort of work after graduation.

3. I think my working time is worth:
_____ anything anybody will pay me.
_____ $1.99 an hour (student minimum wage).
_____ $2.65 an hour (adult minimum wage).
_____ $3.00 an hour.
_____ more than $3.00 an hour.

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4. I feel that

_____ the Job Placement Office is valuable to students at Lewiston High School

_____ the Job Placement Office is not valuable to students at Lewiston High School.

Comments:

5. _____ I would like to see the Job Placement Program continue next year.

_____ I would like to see the Job Placement Program discontinued.

_____ I don't think it makes any difference to the students one way or the other.

6. _____ I think every high school should have a Job Placement Office.

_____ I do not think every high school should have a Job Placement Office.

7. _____ I think local taxes should finance a Job Placement Office.

_____ I do not think local taxes should be spent on a Job Placement Office.

8. I think the following things regarding my job are fair:

_____ my boss.

_____ the people I work with.

_____ the amount of money I make.

_____ my hours.

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Student Questionnaire (cont.)

9. I think the following things regarding my job are unfair:
_____ my boss.
_____ the people I work with.
_____ the amount of money I make.
_____ my hours.

10. The most important factor about my job is it:
_____ gives me spending money.
_____ fills my spare hours.
_____ contributes to the family income.
_____ teaches me work skills.
_____ prepares me for a new career.

11. I spend my money mostly on:
_____ myself (clothes, car, etc.)
_____ save in the bank
_____ family
_____ other _____

12. Since my employment I have:
_____ opened a bank account
made a major purchase (car, stereo, T.V., typewriter, etc.)

_____ started a savings account
_____ started a checking account
_____ spent more time on school work
_____ spent less time on school work
_____ spent about the same amount of time on school work
_____ joined new clubs at school
_____ dropped membership in clubs at school
_____ kept a weekly budget of my expenses
_____ organized my time better
_____ related better to family members
_____ taken on more responsibility at home
_____ been under more pressure at school and home

13. Since my employment I have:
_____ had my hair styled or cut
_____ bought more clothes
_____ spent more money on grooming aids/cosmetics

14. My present job offers me:
_____ a chance to think creatively
_____ a chance to use what I've learned in school
_____ a chance to learn new skills
_____ none of the above
_____ all of the above

80.

Student Questionnaire (cont.)

15. The following skills are necessary in my job:

_____ math
_____ using a calculator
_____ using an adding machine
_____ operating a printing press
_____ typing
_____ bookkeeping
_____ reading
_____ Other _____

16. Of the above skills, I could use more practice in:

17. The following are deducted from my paycheck:

_____ FICA
_____ state taxes
_____ health insurance
_____ federal taxes
_____ not sure

18. _____ I am interested in the company I work for.
_____ I am not particularly interested in the company I work for.

19. _____ I am on time for work.
_____ I am not on time for work.

20. _____ I have called in sick twice or less since my employment.
_____ I have called in sick more than two times since my employment.

21. _____ I get along with my boss.
_____ I do not get along with my boss.

22. _____ I get along with my co-workers.
_____ I do not get along with my co-workers.

23. _____ I have a resume.
_____ I do not have a resume.
_____ Don't know what a resume is.

What part of the Job Placement Program helped you the most?

How could the program be changed for the better?

Any additional comments regarding the Job Placement Program at LHS:

82.

The impact data from these forms supply the program with the information needed to improve program services.. Strengths and weaknesses can be identified and changes made accordingly. Concentration on program weaknesses can then be made priority items for the following year.

Follow-Up

Student follow-up should be an organized system developed for daily use. Every placement recorded by the program should be followed up. Aside from using certain follow-up forms, daily phone calls to employers, job visitations and related office correspondence should be noted on each student's registration card. Any service delivered for a particular student should be recorded on that student's registration card. This type of informal follow-up is not only needed for accountability but useful for reports and evaluations.

A standardized follow-up form should accompany any placement three to six weeks after the initial placement is made. These forms should supplement any informal correspondence with the employer. Any particular student might demand more attention to follow-up than usual and should be noted and acted upon when deemed necessary.

The following form is used as part of Lewiston's Job Placement follow-up.

JOB DEVELOPMENT, PLACEMENT AND FOLLOW-UP
LEWISTON HIGH SCHOOL
156 East Avenue
Lewiston, Maine 04240
784-2371 Ext. 62

JOB PERFORMANCE EVALUATION FORM

Dear Employer: _____

_____

Please check the appropriate items for _____

Employed from _____ to _____

All information on this form will be held in strict confidence. We encourage you to be candid. Your frank opinions will help us to prepare the above-named individual for a suitable career. If the above-named is no longer employed by you, please send us this form at your earliest convenience. If the above-named individual is currently employed by you, please wait for what you consider to be a reasonable time period before forwarding this evaluation to us. Thank you for your cooperation. We are interested in helping our young people become more productive employees. Your responsible interest has helped us toward achieving that goal.

Please check all items you find applicable to the above named individual.

Currently employed ___Requires constant supervision

___Fired

___La off

___Quit

___Willing to learn

___Quick to learn

___Slow to learn

___Works well independently

___Demonstrates steady improvement

___Other (Please explain)_____

_____

_____

Where applicable, please circle below: (1 - poor, 2 - below ave., 3 - ave., 4 - above ave., 5 - excellent)

Ability to handle cash	1	2	3	4	5
Acceptance of criticism	1	2	3	4	5
Appearance	1	2	3	4	5
Attitude	1	2	3	4	5
General work habits	1	2	3	4	5
Interaction with customers/patients	1	2	3	4	5
Interaction with employer(s)	1	2	3	4	5
Interaction with fellow employees	1	2	3	4	5
Maturity	1	2	3	4	5
Performance of job skills	1	2	3	4	5
Performance under stress	1	2	3	4	5

85.

In your opinion, did the above-named individual bring adequate skills to the job? ____Yes ____No

If the above-named individual is a recent high school graduate, or currently attending high school, do you think that his/her high school training helped prepare him/her for this job? ____Yes ____No

Please explain _____

_____

_____

With regard to your employment needs, what improvements could have been made in this individual's high school preparation? _____

_____

_____

_____

What skills are required for this particular job? _____

_____

_____

What skills do you plan to teach this individual during his employment with you? _____

_____

Do you plan to hire in the future? ____Yes ____No

Would you hire a high school graduate? ____Yes ____No

Would you hire a high school dropout? ____Yes ____No

Would you like to be a participating employer in a school work-experience program? ____Yes ____No

Would you be willing to participate in a seminar discussion with students to explain an employer's point of view with regard to job interview and job retention skills. ____Yes ____No

Person completing evaluation form: _____

Title: _____

87.

Program Reports

Periodic written reports are essential for any job placement program. This allows for the collection of data, review of program activities and an overview basis of evaluation. Are you meeting yours goals and objectives?

Annual reporting of job placement staff activities, special events and programs, and a careful delineation of impact data should be your minimum effort. Such reports should be made available to your board of education, administrative and teaching staffs and to other interested parties, i.e. employers, Chamber of Commerce and parents.

Sample pages for an annual report are enclosed for your use. Please note, however, that this is only a numerical accountability and should be supplemented with other documented activities.

TABLE I. CONTACT[1], REFERRAL AND

	Contacts[1]		
	M[3]	F[4]	T[5]
L.H.S. Day School	585	669	1254
Adult Education[6]	28	51	79
Dropouts[7]	43	24	67
Others[8]	51	22	73
TOTALS	707	766	1473

1. Contacts constitute the completion of registration, and i telephone communication and other related services. Many Job Bank Computer until referral activity results.

2. Referrals often include on individual who is sent to a nu only accounts for direct referrals to job opportunities. youth service agencies is not duplicated by this project.

3. M = Male 4. F = Female 5. T = Tota

6. Adult Education signifies a carry over of contacts from F for FY 1976-1977 were reported, however.

7. Dropout statistics were reported the same as those for Ac

8. Others represents students from other area schools and ac

NOTE: Breakdown of statistics for the categories: Adult Edu L.H.S. Placement records.

PLACEMENT ACTIVITY (FY 1976-1977)

Referrals[2]			Placements		
M[3]	F[4]	T[5]	M[3]	F[4]	T[5]
403	476	879	148	182	330
7	15	22	2	7	9
45	18	63	12	2	14
32	18	50	9	12	11
487	527	1014	171	203	374

t often signifies a number of visits to the office,
of these contacts are not registered with the Maine

mber of job opportunities during the year. This table
Reporting of direct referrals and placements by other

1

1975-1976 through FY 1976 - 1977. Only placements

ult Education.

ults not having affiliation with any area schools.

cation, Dropouts and Others was done by inspection of

TABLE II. CHARACTERIZATION OF PLACEMENTS FO

	Temporary[1]	P P
L.H.S. Day Students		
Seniors	35	
Juniors	49	
Sophomores[2]	22	
Freshmen[2]	30	
Adult Education	0	
Dropouts	1	
Others	3	
TOTALS	140	

1. Temporary includes seasonal employment, as well as other

2. Sophomore and Freshman placements were generally charact
or 15 years old with a work permit.

NOTE: It is suspected that a number of placements in the upp
employment, at least for the summer months. A more a
number of this year's senior class were placed as jun
activity unless they changed jobs as a direct result

R FY 1976-1977 (374 total direct placements)

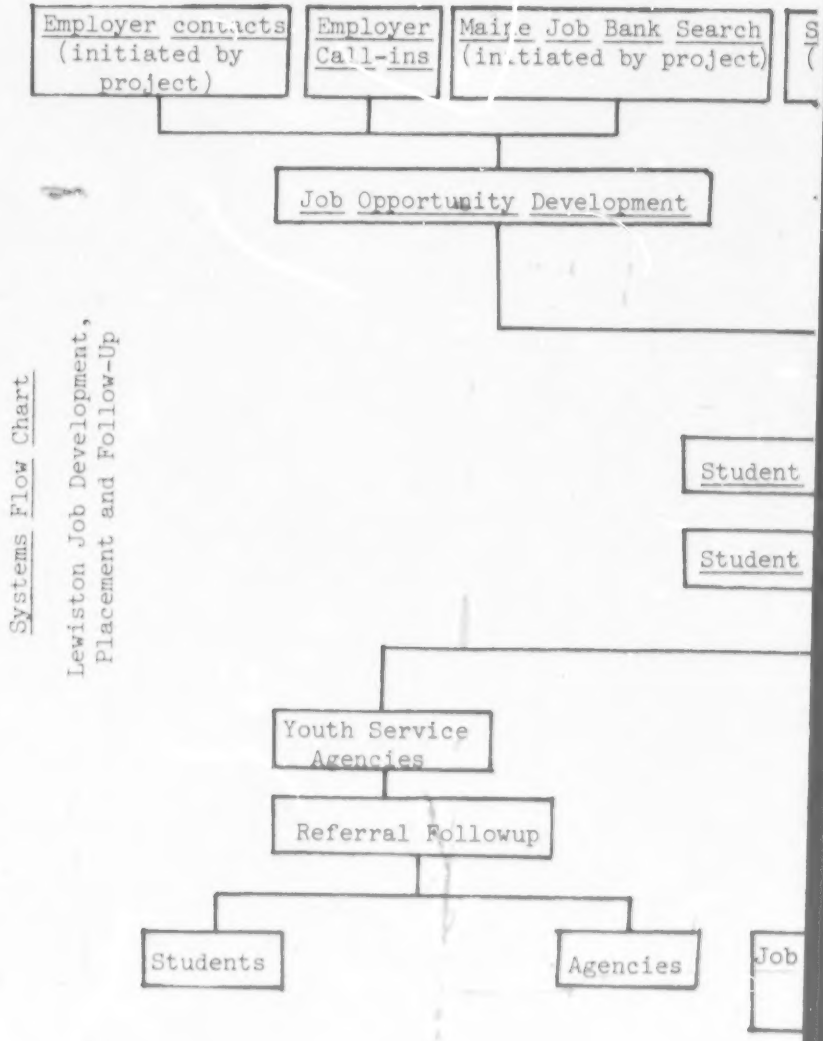
ermanent art-time	Permanent Full-time	Placements Currently Working 6-24-77
63	23	38
61	2	79
29	3	18
17	1	12
6	3	9
7	6	8
10	3	16
193	41	180

types of short-term employment.

erized as students who were at least 16 years old,

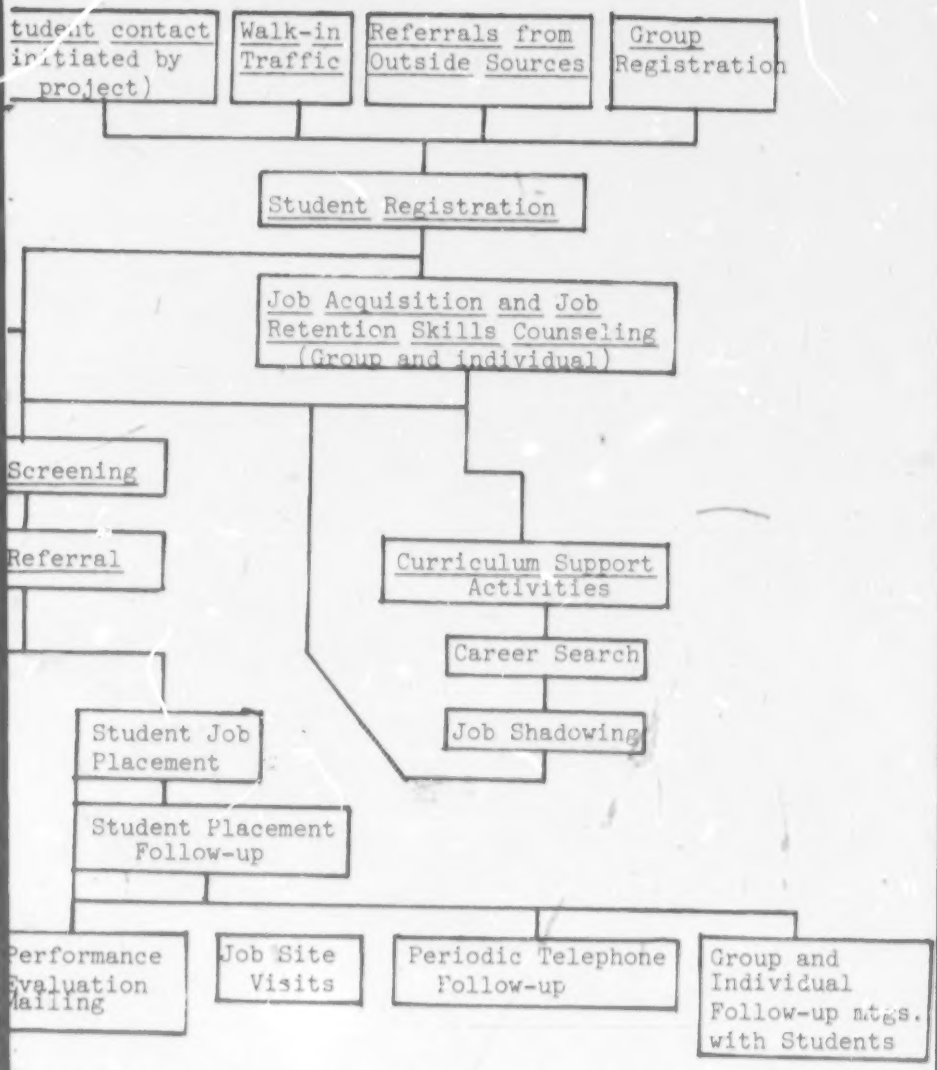
er classes have recently resulted in permanent full-time curate determination can be made within three months. A ors. Th e individuals were not included in this year's f proc assistance during FY 1976-1977.

The following skematic drawing represents the Systems Flow Ch



Dissemination Activities with other school systems and state

art designed and utilized by the Lewiston Job Placement Office.



gencies are conducted concurrently with project systems flow.

SECTION IX - RECOMMENDATIONS AND COSTS

Lewiston High School has an excellent record of assisting young people in making the transition from school to work. The program has not been without its limitations and pitfalls, but has strived to grow and learn through experience. It is the intention of this section to give you a summation of characteristics that have helped to strengthen the Lewiston Placement Program.

In the previous sections, an attempt to give you an overview of guidelines necessary for developing a job placement program has been made. The important elements and recommendations are hereby summed up.

RECOMMENDATIONS

1. Develop a philosophy that is equal to other programs in the school.

2. Develop a staff organizational chart that best fits in your school system (Administrative Flow Chart).

3. Utilize an ad hoc committee and advisory committee for program input.

4. Develop job descriptions for each staff member (should include - definition, administrative relationship, duties and responsibilities and qualifications).

5. Develop policy standards for your program (should be written and available prior to hiring project personnel).

6. Develop a written procedural guide for conducting student registration, interviews and placement techniques.

7. Develop a process for collecting data, records and program paper work (filing system).

8. Research available resources and develop a method for delivering a "job seeking skills sequence" for students.

9. Ingrain a method of "working with business and industry" - public relations. (A working model established with the community)

10. Establish a job bank of employers.

11. Utilize other job sources. A link with your local (MESC) Maine Employment Security Commission office could be an important step for your overall program. (Be aware of proposed legislation directed toward this effort.)

12. Develop criteria for evaluation, follow-up and reporting procedures.

13. Rearrange priorities according to needs assessment. (Should be done on a year to year basis - minimum.)

Costs

The cost of operating a job placement office in public schools is not excessive considering average cost per pupil served. It is, however, imperative to know the available funding sources and methods of obtaining those funds. A reduction of funding can also be realized if project personnel can be hired by other sources.

Writing Proposals

Financial assistance is available through a number of sources on the local, state and federal level. Securing these monies is usually done through a grant proposal format. State and federal agencies provide standard proposal forms to administrators upon request. It is important, however, to acquaint yourself with the agencies providing financial assistance. You should know the time schedules and criteria for accepting proposals. Developing a positive relationship with the various funding agencies cannot be stressed enough if you plan to apply for financial assistance.

Funding Sources

1. The Vocational Education Act of 1963 - amended 1968 through Title I (V.E.A.)

   Provides money for programs that are oriented to meet vocational education objectives. Programs designed for research, training, experimental and pilot could be included if they meet stated vocational education objectives.

The booklet "Standard Criteria for the Approval of Vocational Education Programs" is a suggested resource for funding guidelines applicable to the Vocational Education Act and Amendments of 1968.

Write to: State of Maine Department of Education
Bureau of Vocational Education and
Cultural Services
Augusta, Maine 04330

2. Work study programs and Cooperative Vocational Education

Both programs are related to V.E.A. funding. Design of your program could lend itself to either work study or Cooperative Vocational Education. Descriptions and procedures are defined by the V.E.A. law.

3. V.E.A. funding for Handicapped and Disadvantaged

Provides money of a differentiated funding source depending upon whether the program is exemplary, for handicapped and disadvantaged pupils, etc. Matchings funds can range from 50% to 100% support.

4. Concentrated Employment Training Act (CETA)

Currently a lot of money is available for program initiation of "employment of youth' and for hiring personnel in non-profit agencies. A complete set of guidelines and criteria for grant proposals under different "title mechanisms" is available through the state CETA office in Augusta, Maine.

5. Special Education Funding

If the population you intend to serve are identified as special education students as defined under law (Pupil Evaluation Team (PET) screening) or other identified evaluation systems, special education funding might be applicable. Funding sources are provided through state channels.

6. Funding for potential dropouts

With the event of "dropout prevention" programs as a priority item in the state, funding assistance for programs of this nature might be a resource for funds. You should check with the applicable state agency for more information.

7. Maine Job Services Agency (MESC)

A possible link to your local job service office could be a viable means of obtaining personnel, professional assistance and ancillary services. Pending legislative action might direct more support in this effort. (See section other "Job Sources").

8. Other sources of funds

A. Local funds - local school board allocation.

B. Civic organization funding - your local civic clubs might be persuaded to support your proposed project.

C. Special fund raising projects.

9. Experience Based Career Education (E.B.C.E.)

This type program is being initiated throughout the country with emphasis on career training options utilizing other sources outside the normal education pattern. This concept model deals with earning academic credit while participating in career activities associated with program guidelines. Funding sources are available through state allocations.

COSTS

Direct costs related to job placement programs can vary from school to school. Minimum full time programs can operate on approximately $16,000 annually. A budget of this size would allow for a full-time project coordinator, part-time clerical person and minimal supplies. Depending on assistance from various sources, a well staffed office is possible if salary pick ups can be channeled through other agencies, i.e. CETA, MESC, or other school sources. A prudent administrator should not overlook any source of funding.

To summarize, the best chances of personnel assistance appear to be with the Maine Job Services Office. As far as monetary allocations, the Vocational Education Act and its Amendments seem to be the best funding source if vocational objectives are aligned with your project proposal. The Concentrated Employment Training Act is another potential source of funding if youth employment strategies are employed with certain grants. Most monies allocated in this area are for "economically disadvantaged youth".

Nevertheless, any funding source you feel would be consistent with your proposed program, follow it up by effecting a contact with the funding agency.

SECTION X - RESOURCES

Resources directly relating to job placement programs.

A Guide to Work Experience Education and Employment Placement, Los Angeles, Calif.: Los Angeles City Schools, 1969 (80 pp)

Career Development Advisory Committee Procedures, Santa Ana, Calif.: Santa Ana Unified School District, 1971, (44 pp)

Handbook on Work Experience Education, Sacremento: California State Department of Education, 1965 (112 pp)

Local and state resources:

Learning Activity Packages (LAPs) relating to job seeking skills, Lewiston, Maine: Lewiston High School, 1975-1977.

A Step-by-Step Guide to Job Placement, Topsham, Maine: Mt. Ararat High School, 1976 (40 pp)

Forms seen in this guide are available in Lewiston, Maine: Lewiston High School, 04240

RECOGNITION AND BIBLIOGRAPHY

1. All forms and some material content utilized have been developed and authored by the Job Placement staff at Lewiston High School.

2. Strategies for Implementing Work Experience Programs by: Grady Kimbrell and Ben S. Vineyard, published by: McKnight Publishing Company.

   This text guide has been used in the format content it was designed for. Some areas have been interpreted and others directly used for program guide material.